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ABSTRACT

This report is the culmination of a project that assessed the status of arts education in the public schools in Indiana. Detailed information on Indiana's total arts education program, including the areas of music, visual art, theater and dance education, was solicited by a comprehensive mail survey. An executive summary states that: arts literacy should become a basic part of education; all students should learn the basics of arts education; there should be increased number of art specialists; and citizens need to promote arts education in Indiana. Survey results and nine recommendations made by the Indiana Arts Education Task Force are provided. The task force outlines a method to introduce arts literacy and ways various organizations can support the arts, including the Indiana State Board of Education, the Indiana Department of Education, and the Indiana Arts Commission, as well as professional arts education associations and local teacher organizations. (KM)

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Arts Literacy in Indiana: An Imperative for Change

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With the support of the Indiana Arts Commission and National Endowment for the Arts.

Foreword

This report is the culmination of a project developed as a cooperative effort between the Indiana Arts Commission and the Indiana Department of Education. In 1987, the Indiana Arts Commission, under the direction of Thomas Schorgl, received an Arts in Schools Basic Education Planning Grant (AISBEG) from the National Endowment for the Arts. The purpose of the grant was to assess the status of arts education in the public schools in Indiana.

In order to develop a relevant project and to seek input from arts educators and professionals from around the state, an Arts Education Task Force was convened and chaired by Dr. Jeffrey Patchen, Arts Consultant for the Indiana Department of Education, to assist in the development of both the survey instrument and subsequent recommendations for future action. The Arts Education Task Force met numerous times over the past two years to serve as a resource and guide for the project.

A comprehensive mail survey was designed to solicit detailed information on Indiana's total arts education program, including the areas of music, visual art, theatre and dance education and to secure the opinions of arts educators and school administrators regarding their arts education programs. This survey, which was designed cooperatively by the Indiana Department of Education, Dr. Richard Colwell of the University of Illinois and the Indiana Arts Education Task Force, was tested in ten pilot school sites in Indiana before the final instruments were distributed.

The survey itself was created in sections for each of five groups of respondents: A. Music Teachers; B. Visual Art Teachers; C. Teachers responsible for Theatre Education; D. Teachers responsible for Dance Education; and E. Building Principals. The sections for teacher responses were divided according to level: elementary school, junior high/middle school and secondary school.

The surveys were mailed by the Indiana Department of Education to building principals during February April 1988. Of 1731 survey instruments sent, 1268 were returned, an overall response rate of 70%. By grade levels the response was:

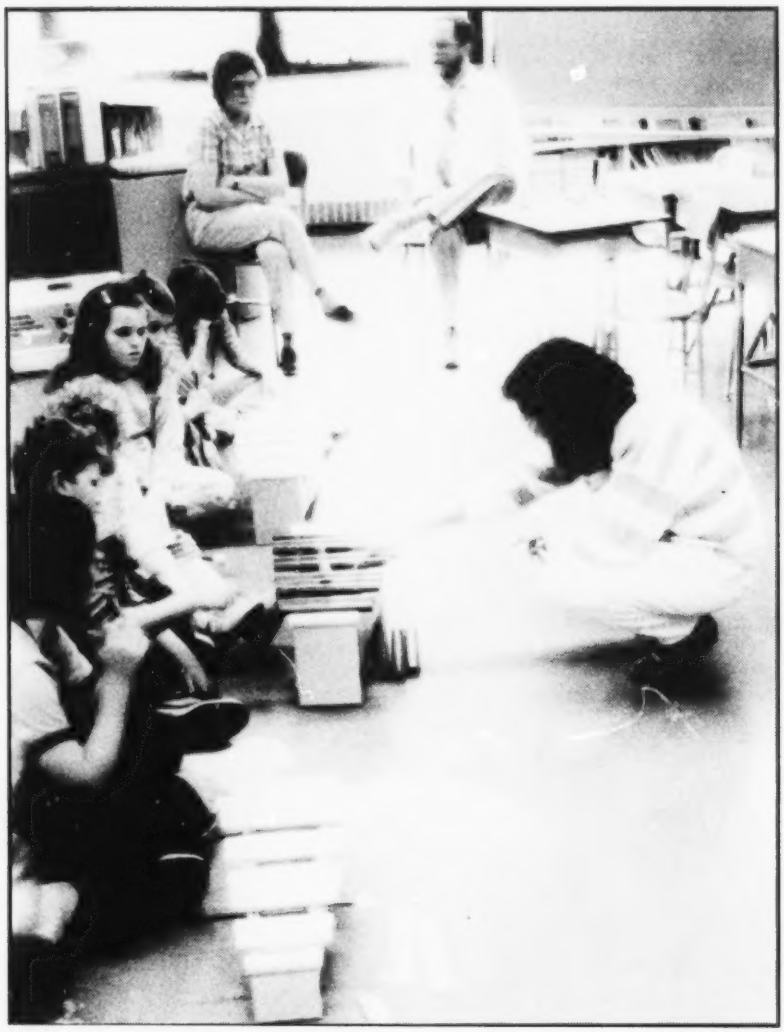
elementary schools:	704 returned	62% response rate
middle/junior high:	278 returned	92% response rate
secondary schools:	288 returned	98% response rate

The Indiana Arts Commission contracted with Dr. Richard Colwell and Dr. Charles Leonhard of the National Arts Education Research Center at the University of Illinois at Urbana-Champaign for analysis and interpretation of the collected data. They prepared an exhaustive report, *The Fine Arts in Indiana Public Schools 1987-88* detailing the survey results.

In 1990, the Indiana Alliance for Arts Education, with consultant Susan Zurbuchen, was asked to serve as facilitator/author for the development of a summary document. The Indiana Arts Education Task Force met in three sessions to establish a focus for the report and to produce recommendations for action.

This document and a summary brochure will be disseminated to arts educators, school administrators, legislators, colleges and universities, local arts organizations and interested citizens throughout Indiana.

Indianapolis, Indiana
August 1990



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Executive Summary

Since the early 1980's, the United States has been seriously concerned about the quality of education of its young people. The schools have been challenged to develop and provide the necessary resources for strengthening programs in language arts, mathematics, science and technology. We know that the children of today's schools will be leaders in the 21st century. We are concerned that they are adequately prepared to work and live in that global society. Literacy, as an educational objective, is the focus of many a rallying cry. Indeed, competency in the written and spoken word is an essential skill.

Literacy in the truest sense is more than reading and writing. It means understanding ourselves and the world around us and communicating that understanding in various ways. The arts, more than any other language, provide a way to communicate thoughts, feelings and emotions. The arts send messages that words cannot convey.

Arts literacy means knowing how to see, hear and move as well as read and write. Appreciation for and understanding of music, the visual arts, theatre and dance are building blocks in the development of arts literacy. The study of the arts is an essential component of basic education.

Indiana's school children are not literate in the arts. Arts literacy is not part of basic education in Indiana's public schools. Arts education in Indiana is mired in the societal and educational demands of the past. Arts education has not kept pace with other educational reform in Indiana. For example, a major reform effort has recently been made to reduce class size through Indiana Primetime. Comparable significant efforts have not yet been made in arts education. **The time has come for arts education to take it's rightful place in education, alongside language arts, mathematics, science and history.**

The leadership in both the arts and education on the state and local levels have some very serious work to do. The findings of the statewide survey, *The Fine Arts in Indiana Public Schools, 1987-88*, delineates clearly the weaknesses in Indiana's arts education programs.

Following a national pattern reported by the National Endowment for the Arts in it's 1988 publication, *Toward Civilization*, the primary focus of arts education in Indiana is on performance and/or production, frequently to the exclusion of the studies inherent in discipline-based arts education, which includes the study of history, criticism and aesthetics. This focus on performance and production has a long history in arts education

"Art is humanity's most essential, most universal language. It is not a frill, but a necessary part of communication. The quality of civilization can be measured through its music, dance, drama, architecture, visual art, and literature. We must give our children knowledge and understanding of civilization's most profound work."
Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching

and, for the most part, the strong support of students, parents, arts teachers and school administrators.

While performance, both individually and in ensemble, is an important component of the performing arts, alone it does not provide students with literacy in the art form. A sole emphasis on studio-oriented production in the visual arts does not develop the artistic literacy necessary to understand and enjoy the works of art which represent a cultural heritage.

The time has come for all schools to teach all students the basics of arts education. These basics include the skills, knowledge and understanding needed to evaluate works of art based on critical perception and analysis as well as the ability to produce or perform those works of art.

The lack of sufficient funding for arts programs contributes significantly to the state of arts education in Indiana. Funding for music, visual art, theatre and dance education programs is inadequate in Indiana school districts. In only a small percentage of schools does the district provide full funding for arts education. Instead, arts teachers, parents and students are often responsible for obtaining the funds necessary to carry out the educational goals of arts education. In Indiana, student fees and, to an even greater extent, fund raising activities support arts education programs.

Arts specialists are key elements in strong arts education programs. In 20% of Indiana's elementary schools, instruction in both music and art is provided by the classroom teacher only. There are far fewer specialists working in theatre and dance education. Responsibility for theatre education is usually carried out by English or language arts teachers. In dance education, the majority of the instructors are physical education teachers with no formal training in dance.

In those schools where arts specialists do exist, pupil-to-teacher ratios often exceed 750:1 on a weekly basis for music and art specialists. **The time has come for Indiana to strengthen the numbers of arts specialists teaching in all grade levels.**

The lack of arts specialists and a dearth of budgetary funds to provide the resources such as slides, reproductions, music, materials, tapes, etc., limit drastically the development of quality arts education. In order to provide arts education programs with the necessary in-school resources, as well as offer arts students exposure to artists, performances, programs and exhibitions, school districts must make a renewed effort to provide sufficient funding. They must look to cooperative funding programs with community arts organizations, businesses and the Indiana Arts

Commission to extend the funds available for arts education.

The development of a comprehensive arts education program statewide requires cooperation and leadership from many constituencies besides the Indiana Department of Education and local school corporations. Institutions of higher learning have a great role to play in the leadership of arts education. Indiana colleges and universities provide teacher training programs for both the general classroom teacher and arts specialist. Because of that role, they have a responsibility to see that teacher training includes the arts as an essential part of basic education. Additionally, these institutions have a wealth of arts resources (performing groups, artists, arts reference materials, instructors) that, shared with local schools, can expand arts education programs.

Stronger programs between state and local agencies (*i.e.*, Indiana Arts Commission, Indiana Department of Education, city/county governments and school boards) and arts educators should assist in developing arts literacy statewide. These state agencies can continue to build vital services to local schools arts education programs by serving as a resource for information and funding programs available in communities throughout the state. For example, the Indiana Arts Commission's Arts in Education program provides funding for artist residencies in schools and local communities throughout Indiana.

Local community organizations, parents and business and civic leaders all have a part to play in the development of arts education. School boards and school administrators are responsible to the citizens they serve. The people of Indiana have a right to expect quality arts education programs in their schools. **The time has come for all people who care about and are involved in the education of Indiana's children to take an active role in strengthening arts education in Indiana.**

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Survey Results and Recommendations from the Indiana Arts Education Task Force

Recommendation One

Arts education in Indiana is not yet a full partner in the educational reform movement either at the state or local level. The Indiana State Board of Education sets the agenda for change in Indiana's public school system. Leadership for this vital issue would need to come from the Indiana State Board of Education through a formal policy statement expressing its support of arts literacy.

The Indiana State Board of Education can send a clear message to the entire educational community through its support of arts education as basic education. Priorities will change at the local level when the state provides decisive sustained leadership in the form of directives and funding recommendations.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

The Indiana State Board of Education adopt a policy stating the importance of arts literacy and that adequate fiscal and staff support be provided within the Indiana Department of Education to implement the policy.

Recommendation Two

"Art, no less than philosophy or science, issues a challenge to the intellect. The great works of music, sculpture, painting, engraving, and all other forms of artistic expression engage the mind, teaching lessons about order, proportion, and genius."
Former United States Secretary of Education, William J. Bennett

In many school districts in Indiana, the relative importance of arts education may be left up to the superintendent of schools or perhaps a building principal who may not understand the value of a comprehensive arts education program. Too often a district's mission statement defining a quality education does not include the word "arts". As a result, the commitment of the school district to arts education is ambiguous at best.

Basic arts education aims to provide all students, from kindergarten though grade twelve, with knowledge of and skills in music, dance, theatre and the visual arts.

Following the lead of the Indiana State Board of Education, a policy affirming arts education as an essential part of the basic curriculum should be adopted and implemented by all local school districts in Indiana.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

Each local school board adopt a mission statement that includes arts literacy as an essential part of basic education.

Recommendation Three

Information from the Statewide Assessment shows that Indiana's arts education programs suffer from a gross lack of funding from tax dollars. Indiana school corporations come nowhere near full support of music, visual arts or theatre programs through tax monies. In only a small percentage of schools does the corporation provide full funding for any arts education programs. A large percentage of the arts budgets (as much as 61%) comes from non-tax funds for which students and parents are responsible. Arts teachers (especially band directors) and arts students, serving as agents for fund raising, are forced to spend an inordinate amount of time and energy in fund raising.

"I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history, and naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture..."
President John Adams, 1780

High school principals reported the following percentages of their total budgets, including salaries, are estimated to be devoted to arts education:

- 26% reported less than 2% for arts education
- 38% reported 3-5%
- 30% reported 6-10%
- 10% reported 11% or higher.

The low expenditure of money for arts education reflects the low priority of the arts as a component of basic education in Indiana schools.

Elementary school arts programs have another money problem. Many elementary schools apparently do not even establish yearly budgets for their music and art programs.

In elementary music education,

- 35% report no designated yearly budget amount for the wind/percussion program;
- 61% report no designated budget (or no program) for chorus;
- 66% report no designated budget (or no program) for string instrument instruction.

In elementary visual art programs, the report indicates 69% have no specific budget for books or slides, and 20% have no designated amount for expendable supplies.

This lack of a yearly budget places arts specialists in the untenable position of having to ask for funding on a month to month or as-needed basis. Clearly, this budgetary whimsy is not in keep-

ing with arts education as an essential component of basic education.

The low priority of the arts contributes to its difficulty in winning a fair share of scarce resources. When the arts are viewed as important and essential to the basic education program, they should receive the same support at the local level as any other basic subject area.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

Adequate public funding at both the state and local levels be provided to support and enhance the quality of arts education in grades K-12.

Recommendation Four

Arts education programs must be taught by persons knowledgeable in the arts. There are several issues that cloud the horizon of appropriate staffing of arts education programs in Indiana.

1. Arts education programs need full-time specialists in music, visual arts, theatre and dance.

Although the Statewide Assessment gives passing marks to Indiana in its number of music and art specialists, the situation is far from superior. Music specialists and visual art specialists are not available in 20% of Indiana's elementary schools and many of the schools with arts specialists have unreasonably high pupil-to-teacher ratios. The situation for teachers of creative drama/theatre arts and dance is much more serious.

The survey reveals that Indiana elementary schools do not have a viable arts education program in either theatre or dance. Only 2% of the teachers who conduct theatre activities in elementary schools majored or minored in theatre in college. Elementary school dance is most often a facet of physical education. Only 3% of the teachers responsible for dance or creative movement majored or minored in dance in college, while 31% indicated no formal training in dance, but some dance experience in college.

2. Teacher preparation programs for arts specialists need to provide more emphasis on history, theory and aesthetics in order to develop a more balanced arts education curriculum.

If the arts curriculum is to include a more discipline-based approach, including the study of history, criticism and aesthetics, teachers must be adequately trained and convinced of the importance of these curricular elements.

3. Programs for continuing education of teachers need to be available and accessible to arts specialists.

Staff development is another key issue for arts education. Since learning is a lifelong process, professional development must be an integral element in a comprehensive arts education program. The Statewide Assessment found that for a majority of Indiana's school districts, time for professional development by arts specialists is sorely lacking. For example, in 53% of the schools, elementary music teachers report no time for professional development in music, while another 26% of music specialists receive one day or less each semester.

4. Schools need an appropriate method to augment the work of arts specialists with accomplished artists, musicians, historians, critics, dancers and actors.

Arts education programs in Indiana do not regularly involve the use of community and/or professional artists to supplement the teaching efforts of classroom teachers or arts specialists. Programs offered by the Indiana Arts Commission and other state and local arts agencies have had little effect on school districts in furthering the use of artists in the classrooms.

- Approximately 40% of the teachers at all levels were unaware of any helpful programs from the Indiana Arts Commission for their students' age group.
- Only 16% of the schools at the elementary level employ visual artists to make presentations to students or to help teachers.
- At the junior high level, only 13% of the schools employ artists.

These low numbers are reported even though 43% of the art teachers consider relationships with community visual artists helpful.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

The arts be taught by full-time arts specialists and enhanced with qualified artists and other experts.

Recommendation Five

The data provided by the Statewide Assessment points out the serious unevenness in arts curricula in Indiana. Music and visual arts education programs appear strong and viable throughout the state. Although there are school districts without art and music specialists at all levels, and although funding is erratic, music and visual art programs continue to be the major form of arts education available in Indiana today.

Theatre and dance education lag far behind in their acceptance, programming, staffing and funding in most Indiana schools. Dance education is the least viable of the four arts education programs. There are few dance specialists and dance is most often offered as a unit in physical education classes. Theatre education is stronger than dance education due to the long standing tradition of creative dramatics, plays and musicals at all levels. However, theatre education is rarely offered as formal instruction but usually as an after-school activity.

This lack of balance among art forms is a serious weakness in a comprehensive arts education program. All art forms have their own importance, their own unique message to communicate. It is essential that school districts develop plans and programs to address all four art forms at all levels of education.

"If I could tell you what I mean in words, there would be no need for dancing."
Choreographer
Isadora Duncan

Local school administrators and school boards must take a serious look at their district's commitment to deliver a quality comprehensive arts education program.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

A comprehensive arts education program in music, theatre, dance and visual arts be provided for all students in grades K-12.

Recommendation Six

The Indiana Arts Education Task Force also recommends that:

To ensure arts literacy, a comprehensive arts education program at the local level include the following elements:

A. A Written Sequential Curriculum for Music, Visual Arts, Theatre and Dance

The Statewide Assessment reports that arts educators in Indiana appear to be responding to the demands for written sequential curriculum. *The Fine Arts Proficiency Guide* published by the Indiana Department of Education has been influential in developing standards for arts curricula. A majority of schools at all levels report a written sequential curriculum for music and the visual arts. However, less than 15% have a stated dance curriculum. In theatre education, less than 5% of elementary and middle schools and 26% of high schools have a written sequential curriculum.

Schools that have or are developing a written curriculum rely

heavily on the arts specialist at all levels for the development of the school's arts education curriculum. In 59% of the reporting high schools, music teachers either develop their own curriculum or make extensive modifications in the district's curriculum. Visual art teachers in 78% of the high schools make modifications in the curriculum to meet student needs and interests.

It is clear that both the Indiana Department of Education and local school districts must make the development of curricular standards a top priority for basic arts education.

B. Study Which Balances History, Criticism and Aesthetics with Performance and Production

The research data indicate clearly that the primary focus in arts education programs is on performance or production and learning essential to quality in those endeavors. Scant attention is given to emphases implicit in discipline-based arts education (DBAE).

National arts education research reported by The J. Paul Getty Trust in *Beyond Creating: The Place for Art in America's Schools* reports that arts programs need to be developed that teach content from the four disciplines that constitute art: art history; art production (performance); art criticism; and aesthetics. Such discipline-based programs help children understand art better, draw inferences about art's historical and cultural contexts and analyze and interpret the meaning of artworks.

The emphasis on production and development of artistic technique is due, in part, to present art teacher education programs which do not prepare arts specialists with the knowledge, understanding or perspectives required to conduct a more balanced arts education program.

In addition, principals report a high satisfaction with the music and visual art programs in their schools. Those programs which showcase students and schools are deemed successful. Consequently it may be difficult for the arts specialist to swing the pendulum to the less visible, more academic aspects of music or art history, criticism and theory.

C. Multi-cultural arts studies which reflect the rich traditions of the arts in western and non-western cultures

The cultural diversity of the United States has always been an inherent factor in its development as a nation. Increasingly, the changing demographics of our country are focusing the eyes of education on the importance of understanding and appreciating the vast array of cultures in the world.

The National Endowment for the Arts' 1988 publication *Toward Civilization* makes this statement:

"The first purpose of arts education is to give our young people a sense of civilization. American civilization includes many cultures - from Europe, Africa, the Far East and our own hemisphere. The great works of art of these parent civilizations, and of our own, provide the guideposts to cultural literacy. Knowing them, our young people will be better able to understand, and therefore build on, the achievements of the past; they will also be better able to understand themselves. Great works of art illuminate the constancy of the human condition."

As a nation, and as a state, we have a responsibility to see that arts education provides a global perspective of the creative world of the arts.

D. A Variety of Adequate and Appropriate Arts Learning Resources in Both the School and the Community

Resources for the arts are not limited to money. They include instruments and music; a stage and materials for sets; a proper dance floor; a kiln; a dark room for photography; and computers for both graphic artists and aspiring composers.

Assessment statistics indicate that Indiana schools generally provide music rooms for instruction and rehearsals along with adequate performance sites. Visual art teachers have more limited resources. An overwhelming number (84%) of high schools do not have their own art galleries. Even more distressing is the lack of reproductions and slides of art works available to arts specialists.

"Thanks to art, instead of seeing a single world, our own, we see it multiply until we have before us as many worlds as there are original artists..."
French author
Marcel Proust

- Of the high school art teachers who responded, 61% report the availability of 25 or fewer reproductions.
- While slides are understandably more numerous, 42% indicated their school has 100 or fewer art slides.

School districts have a responsibility to provide the necessary tools for the educational environment. School districts can extend their own resources by taking advantage of resources within the community. Local arts organizations, colleges and universities and public libraries all have opportunities to enhance arts education programs in school systems.

Indiana arts education programs exemplify the gulf that exists nationwide between arts educators and arts education on the one hand and artists and the arts establishment on the other.

High school principals responding to the survey reported only

limited relationships between school arts programs and the community.

- 23% of the principals reported the existence of strong relationships;
- 24% reported some cooperative planning;
- 43% reported limited involvement;
- 10% reported no involvement.

"Very few schools have arts participation by children with special needs."

The numbers for elementary and middle school principals showed even less involvement with the community.

In addition, arts specialists have not established working relationships with their community counterparts, although they participate in professional associations with their academic peers. Sharing music, instruments, property or facilities with community organizations is not a common practice in Indiana, with less than 40% of either music or visual arts teachers indicating such practices in their school.

E. School-sponsored Live Arts Experiences including Artist Residencies, Performances, Assemblies, Field Trips

The information gleaned from the survey shows clearly that school districts across the state do not take advantage of the great wealth of cultural resources that lie in their own communities. Very few schools on any level regularly engage artists to enhance the learning experience in the classroom. Nor do the schools regularly take advantage of the wealth of opportunities available from museums, galleries, theatres and concert halls in their own community or at other nearby locations within Indiana.

Enriching the musical experience of all high school students with live musical performances appears to have low priority in high school music programs. Of the schools responding, 81% reported that such events take place only once a year or not at all. Furthermore, only 8% of the schools have regularly scheduled performances by non-school music groups or soloists.

The study also indicates that many Indiana visual art teachers may not be aggressive in arranging visits of art students to museums. Only 39% of the respondents report an organized program of field trips to museums.

F. Equal Opportunities and Appropriate Instruction in All Arts Disciplines and at All Age Levels for Gifted and Talented Children and for Children with Disabilities

An important aspect of a quality arts education program is the opportunity for ALL students to participate, learn and create. As basic education, the arts must be provided to all students regard-

less of physical or mental abilities. This emphasis takes two directions - support for programs that identify and stimulate the gifted and talented students - and arts programs appropriate for children with disabilities.

From the Statewide Assessment it appears that schools in Indiana do not provide a systematic procedure to identify talented students. Only 21% of the middle school visual art departments have such an evaluation plan. Asked what the primary consideration upon which giftedness in the visual arts is based, 33% of those teachers indicated it was by teacher evaluation.

"75% of the high school principals indicated that they were aware of students who had stayed in school because arts courses and activities were available to them."

Statistics in music bear the same emphasis. Only 21% of the elementary schools surveyed report an identification procedure and/or follow-up special programming for musically talented students.

The situation is even more dismal for children with disabilities in the Indiana public school system. Very few schools have arts participation by children with special needs. Research and experience have shown that people with handicaps possess creativity and the desire and need to express that creativity through the various art forms.

One fact that emerged from the survey is that many arts teachers are unprepared to work with special populations in their programs. An alarming 59% of the junior high music teachers indicated they had no training, while another 12% noted they had one course in working with handicapped students. Clearly higher education must consider the entire student body in adequately preparing teachers of the arts—both in teacher-training and continuing education courses.

One further insight on the importance of the arts to the entire student population comes from the survey of principals. When asked in the Statewide Assessment whether the academically poorer students should have full access to the arts, over 80% of both elementary and middle school principals said those students should have the same arts opportunities as other students.

G. Integration of the Arts into Other Academic Subjects in the Curriculum when Appropriate

Although the primary objective of basic arts education is to provide learning opportunities in each of the separate arts subjects, a comprehensive arts education includes the integration of the arts into other subject matter. The teaching of social studies or history can be enlivened and enhanced with knowledge of the arts. A theatrical presentation can make interesting and exciting a book or short story in English class or an event in history class.

For the sciences, the beauty and order in nature is clearly evident in paintings and illustrations.

The integration of the arts into other academic subjects, particularly in the elementary school, can come from two separate directions—the general classroom teacher and the music or art specialist.

For a general classroom teacher to utilize the arts to further enhance learning in history, math or social studies requires that the teacher's college training include study in the fine arts. Too few teachers are adequately educated with an appreciation for and knowledge of music, visual arts, theatre or dance. Thus they are unable to take advantage of the learning opportunities offered by the arts.

The Statewide Assessment indicates that many elementary classroom teachers have access to an arts specialist who provides a variety of services.

- 80% of elementary school teachers have access to a music specialist;
- 63% access to a visual art specialist.

When asked what services these arts specialists provide it becomes clear that the specialists' knowledge and talents are not being used to the greatest advantage.

- 21% of the elementary teachers responded that the specialist was asked to obtain art supplies and equipment;
- 4% were asked to evaluate classroom teacher instruction and offer suggestions.

The statistics are even more lopsided for elementary music specialists.

- 39% obtain music, supplies, and equipment;
- 1% evaluate and/or assist the classroom teacher.

Clearly, the arts could be a much more potent force in the entire educational process if all teachers and administrators were to take advantage of the resources available through their arts specialists.

H. A Systematic and Objective Plan for Student Assessment in the Arts Using a Variety of Procedures

In making arts education an educational priority and an integral part of Indiana's education reform, the arts must also take their place in the list of academic subjects whose testing and evaluation methods are called into question.

"Nowhere in the country is there any systematic, comprehensive and formal assessment of student achievement in the arts; nor is the effectiveness of specific arts programs in local school districts generally measured... There are three unique problems involved in arts testing. The first is the lack of standardized curricula, texts and resource materials against which to test; the second is that the arts do not readily lend themselves to easily scored testing formats; and the third is the dispute among arts educators about whether testing in arts is a good idea."
National Endowment for the Arts, *Toward Civilization*

Information gleaned from Indiana's Statewide Assessment shows the national patterns to be in evidence in Indiana as well.

"Within the education sector, leadership in schools and school districts is most important. While the efforts of the arts teachers are of the highest importance, leadership of school and school district administrators (principals and superintendents) and of school boards is equally essential. Where this leadership is present, the arts can become a basic and the schools can make a difference; where it is not, they cannot. In exercising this leadership, school administrators must have as high expectations for arts education and provide for as frequent assessment of student progress as they do for other basic subjects."
National Endowment for the Arts, *Toward Civilization*

In the elementary schools, a substantial number of both music and art specialists (35%-47%) evaluate student achievement primarily on ratings of attitude, attendance and effort. The somewhat vague criterion of a "student's general accomplishment" is a method of evaluation chosen for elementary general music classes by approximately 30% of the responding teachers.

In comparison, evaluation methods of elementary visual art teachers show an understandable difference between primary (grades 1-3) and intermediate (grades 4-6). The use of "assessment of student art production" as a method of evaluation rises from 37% with primary classes to 45% in the intermediate grades. As students mature their artistic performance becomes a greater evaluator of achievement.

In junior high school, music teachers begin to evaluate a student's performance in ensembles. However, a rating scale of attitude, attendance and effort remains the most common method of evaluation for ensembles by 41% of the teachers. In contrast, 67% of the visual art teachers chose the assessment of student art work as the most common evaluation method.

A majority of Indiana high school music teachers (60%) use attitude, attendance, dependability and effort as the principal criteria for evaluating students in large and small ensembles. However for music appreciation, theory and other nonperformance classes, evaluation of a more traditional academic nature is commonly used. Standardized tests are used by 65% of the teachers with an additional 9% using teacher-constructed written tests.

The concern that arts education does not lend itself to standardized paper and pencil, multiple-choice testing must be addressed. The arts will not join the ranks as an essential component of basic education until a statewide effort is made to develop and carry out a concrete and comprehensive plan for student assessment in the arts.

Recommendation Seven

The Statewide Assessment clearly reveals that responsibility for planning arts education experiences for students is, to a great extent, left to the arts specialists in each school. There appears to be little corporation-wide planning in the arts.

Most of the corporations do not have an administrative structure

that encourages or even permits such planning. While principals theoretically have overall responsibility for all instructional programs in their building, in practice most principals leave the decisions about arts programs largely up to the appropriate arts specialists.

"The survey indicates virtually no curriculum planning in theatre or dance at any level."

In elementary schools, the statistics are particularly telling. In 78% of the responding elementary schools, the music specialist has the primary responsibility for music curriculum planning compared with 13% of schools in which a music supervisor has that responsibility.

In the elementary schools 80% report that the art specialist bears responsibility for curriculum development in visual art. The fact that only 7% report that an art supervisor is responsible undoubtedly reflects the scarcity of such positions in Indiana.

Although there are a greater number of fine arts supervisors or coordinators at the junior and senior high school levels, a good deal of curriculum planning and coordination remains with the specialist. Music programs seem to have a greater number of supervisors than do visual art programs. In music, in approximately 40% of the schools, planning rests with the specialist and for 20% it is the responsibility of a fine arts or music supervisor.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

Each school corporation take responsibility for the administration and coordination of arts programs to ensure uniform curricula and support throughout the district.

Recommendations Eight and Nine

To achieve arts literacy in Indiana requires concern, cooperation, collaboration and, above all, leadership from all segments of the population: citizens, parents, classroom teachers, arts specialists, artists, administrators, school board members. It requires a commitment from members of the education community– not just arts educators.

Since principals consistently express the importance and quality of their arts education programs, it would be appropriate for them to take a more active role in the development and evaluation of these arts programs. Planning and evaluation are essential to strong programs in all areas of basic education. Results of these efforts must, as in other areas of school curriculum, be reported to the involved parties, *i.e.*, school boards, community, parents and teachers.

On behalf of the children of Indiana, the Indiana Arts Education Task Force recommends that:

A strategic planning committee for the arts function in each school district to address arts program development and evaluation

and

The evaluation of arts education programs be conducted regularly by a strategic planning committee with results reported to the local school board, school administration, teachers, parents and the community at large.

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First Steps toward Arts Literacy as Recommended by the Indiana Arts Education Task Force

Leadership in the drive for literacy in the arts will best begin with the support and affirmation of Indiana's Governor and Legislature.

Indiana Legislature

It is recommended that the Indiana Legislature:

- **Adopt a policy affirming the importance of Arts Literacy as a priority component of basic education;**
- **Direct the Indiana State Board of Education to implement the Arts Literacy policy;**
- **Provide funding to the Department of Education to implement arts education programs through a line item within the Department's budget.**

Indiana State Board of Education

As the primary governing board for education in grades K-12, the Indiana State Board of Education has a crucial role to play in strengthening arts education. It is recommended that the Indiana State Board of Education:

- **Adopt a policy statement affirming the importance of Arts Literacy (as defined previously);**
- **Ensure and encourage the Indiana Department of Education to address substantive issues in arts education;**
- **Re-define "Fine Arts in grades K-12 as follows:**
  - in grades 1-8: music, visual art, theatre arts/creative dramatics and dance/creative movement
  - in grades 9-12: music, visual art, theatre arts and dance;
- **Adopt specific and separate minimum time requirements from within existing time requirements for the arts to ensure that each student receives a balanced arts education program as follows:**
  - for grades 1-3: (from the 120 minute total existing time requirement)
    - 60 min./week for music
    - 60 min./week for visual art
  - for grades 4-6: (from the 180 minute total existing time requirement)
    - 90 min./week for music
    - 90 min./week for visual art
  - for grades 7-8: (from the 100 minute total existing time requirement)
    - 50 min./week for music
    - 50 min./week for visual art;

- **Require music and arts specialists in grades 1-6;**
- **Adopt guidelines for the integration of theatre arts/ creative dramatics and dance/creative movement into the existing elementary curriculum in grades 1-6 with the following time guidelines:**
  - for grades 1-6: 30 min./week for theatre arts/creative drama; 30 min./week for dance/creative movement

  This 60 minute per week total to be integrated into classroom instruction in basic skills areas and physical education respectively;
- **Require all accredited high schools to offer at least four (4) fine arts courses each semester, at least one of which should be a substantive academic arts course available to the non-performing or non-studio-oriented student;**
- **Establish a fine arts graduation requirement of at least two credits (1 year) in the fine arts for all students graduating from accredited Indiana high schools;**
- **Direct the Indiana Department of Education to review and strengthen teacher certification policies, including:**

  a. classroom teachers

  b. arts specialists

  c. non-certified/auxiliary staff for in-school instruction which carries academic credit, specifically artists involved in arts education programs.

Indiana Department of Education

It is the responsibility of the Indiana Department of Education to take an active and vigorous role in the development of quality arts education programs.

It is recommended that the Indiana Department of Education:

- **Provide a line item for arts education in the biennial budget;**
- **Implement and enforce the policies adopted by the Indiana State Board of Education;**
- **Establish ad-hoc committees in each of the arts disciplines to:**
  - Develop curricular guidelines
  - Develop program evaluation tools
  - Study readiness in the arts, including pre-evaluation
  - Develop multi-cultural guidelines for arts curriculum planning
  - Develop a resource list of recommended arts textbooks;
- **Require, as a part of the performance-based accreditation program, that each school complete the *Fine Arts Self-Study* (Indiana Department of Education, 1988) to address the need for the development of comprehensive arts education programs;**

- **Review and strengthen teacher certification policies, including:**
  a. classroom teachers
  b. arts specialists
  c. non-certified/auxiliary staff for in-school instruction which carries academic credit, specifically artists involved in arts education programs;
- **In conjunction with the Indiana Commission for Higher Education, strengthen guidelines for college admission and advanced placement in the arts, including entrance requirements and recommended courses of study;**
- **Provide funds to local school districts for curriculum development in the arts;**
- **Develop model curricula for substantive arts courses which include:**
  - aural and visual perception,
  - cognitive knowledge,
  - historical perspective,
  - critical analysis, and
  - study of exemplary works of art;
- **Provide arts education training for teachers to assist in the identification of gifted and talented children and children with disabilites.**

Indiana Arts Commission

The Indiana Arts Commission can support arts education by promoting collaboration and cooperation among the state agencies, the local schools and the arts organizations and artists in Indiana.

It is recommended that the Indiana Arts Commission develop new means to:

- **Embrace and support Arts Literacy for K-12 arts education;**
- **Expand grant programs that provide funds for in-school arts education activities;**
- **Disseminate arts resource publications for teachers;**
- **Provide technical assistance funds to local schools for curriculum development, planning and evaluation in the arts;**
- **Place greater emphasis during grant evaluation on cooperative efforts between arts organizations and local school districts;**
- **Provide training in discipline-based arts education for all artists who work in the schools;**
- **Establish an arts education advisory committee, whose duties do not include grant review;**
- **Disseminate arts education publications, information and resources to each school corporation;**

- **Provide awards/rewards for those schools and arts educators who develop exemplary arts education programs;**
- **Provide additional funds for arts education programs which focus on exceptional children, including gifted and talented children and children with disabilities.**

Higher Education

Indiana's colleges and universities should provide leadership in the development of teacher training programs for the general classroom teacher and the arts specialist that will put greater emphasis on arts education for all students at all levels.

It is recommended that Indiana's colleges and universities:

- **Strengthen undergraduate arts teacher-training curriculum to include:**
  - discipline-based arts education,
  - the needs of the gifted and talented and students with disabilities,
  - evaluation of student achievement and program evaluation,
  - the use of technology in the arts (computer-assisted arts programs);
- **Provide stronger training in arts education for general classroom teachers, including: music, visual art, theatre/creative dramatics and dance/creative movement;**
- **Collaborate with the Indiana Department of Education concerning the development of guidelines for arts requirements for college admission and advanced placement;**
- **Cooperate with local school boards to establish relationships, advisory boards and committees for arts education;**
- **Provide consultative assistance and workshops to schools, teachers and others engaged in arts education programs;**
- **Offer teacher education (C.R.U. and C.E.U.) enrichment opportunities;**
- **Offer exemplary arts programs to teachers and to qualified artists and scholars working in the schools;**
- **Address the importance of multi-cultural arts programs in teacher education;**
- **Export collegiate arts events and artists to the local schools;**
- **Provide leadership in curriculum development through summer programs, leadership and team-building workshops.**

Local School Boards

Ultimately, the success of arts education programs is the responsibility of the local school district.

It is recommended that every school district in the State of Indiana:

- **Adopt an Arts Literacy mission statement;**
- **Endorse and support financially the policies and recommendations for a comprehensive arts education program (as previously defined);**
- **Regularly participate in the *Fine Arts Self Study* evaluation provided by the Indiana Department of Education;**
- **Direct the school administration to establish an arts curriculum in accordance with the Department of Education's *Fine Arts Proficiency Guide*;**
- **Create and/or increase school corporation's financial support for the arts;**
- **Re-evaluate and monitor on a regular basis the use of state monies for the arts;**
- **Ensure fair distribution of capital improvement money to include the arts;**
- **Provide resources for arts education programs, including equipment, supplies, facilities and live arts experiences;**
- **Examine external fund raising by the arts and develop a district-wide policy;**
- **Hire certified teachers who are qualified to fulfill curricular requirements as outlined in the *Fine Arts Proficiency Guide*;**
- **Increase the number of arts specialists at all levels to reduce pupil/teacher ratios and improve quality of arts education to levels recommended by the National Art Education Association and the Music Educators National Conference;**
- **Create a strategic planning committee for the arts;**
- **Include a fine arts graduation requirement of at least two credits (1 year) in the fine arts for all students.**

Arts Teachers

The efforts of teachers of the arts are of the highest priority for the development of a strong comprehensive program in arts education.

It is recommended that arts teachers throughout the state of Indiana:

- **Endorse and implement the policies and recommendations for Arts Literacy (as defined previously);**
- **Demonstrate willingness to participate in planning and evaluation committees;**

- **Commit time to serve on committees that affect the arts;**
- **Demonstrate a personal commitment to lifelong professional development in the arts;**
- **Work together to establish a greater understanding among arts disciplines;**
- **Promote the importance of arts to parents and include arts program rationale in contacts with parents and colleagues;**
- **Implement a comprehensive arts education curriculum;**
- **Join and become an active member of professional associations, the Indiana Alliance for Arts Education and the Indiana Advocates for the Arts;**
- **Promote and utilize live arts experiences for students through in-school performances, visiting artists and field trips;**
- **Implement a regular means of measuring student achievement and program evaluation.**

Professional Arts Education Associations and Local Teachers' Organizations

The importance of statewide arts organizations and teachers' organizations can not be minimized. Groups speaking with unanimity have a voice heard more strongly by decision-makers.

It is recommended that professional arts education associations and local teachers' organizations:

- **Embrace and support the policies of Arts Literacy (as defined previously);**
- **Address the need for sufficient numbers of teachers to:**
  - implement state time requirements for the arts,
  - provide a rich variety of electives in the arts,
  - reduce pupil/teacher ratios to those recommended by national professional organizations;
- **Promote to arts teachers the importance of belonging to professional organizations;**
- **Include arts personnel in local teacher bargaining teams when negotiating;**
- **Become active in policy-making bodies attached to the State Board of Education, Department of Education and the State Legislature;**
- **Establish a method for regular communication among members of statewide arts education organizations.**

Arts Organizations

In communities throughout Indiana, arts organizations can make a significant contribution to the successful development and implementation of comprehensive arts education programs.

It is recommended that all arts organizations:

- **Embrace and support the policies of Arts Literacy (as defined previously);**
- **Make their organization and personnel known to schools and teachers;**
- **Establish an education advisory committee within the arts organization, including arts specialists, classroom teachers, parents, school administrators and community members;**
- **Develop arts education programs which reinforce the Department of Education's guidelines for arts education.**

Parents

Parents and families have responsibilities to their children related to quality arts education. They also have opportunities to encourage direction and affect changes in policy within their own school corporations.

It is recommended that all parents throughout the state:

- **Advocate comprehensive arts education programs in local schools;**
- **Monitor local school board activities related to arts education;**
- **Participate in school arts activities, programs and committees;**
- **Become involved with local strategic planning committees for the arts;**
- **Become an active voice for arts education in the state and local parent-teacher associations;**
- **Work to ensure appropriate support from tax monies is alloted to arts education;**
- **Advocate the reduction of fund raising activities used to support curricular programs in arts education and the replacement of raised funds with tax monies;**
- **Become familiar with local and state curriculum guidelines and evaluation procedures in the arts;**
- **Join and become an active member of professional associations, the Indiana Alliance for Arts Education and the Indiana Advocates for the Arts.**

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